

Federal Program Compliance Division

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Title I, Part C Frequently Asked Questions

This document provides the answers to program-related questions received by the Division. You can also navigate through the document using the Bookmarks in your PDF viewer. The newest questions that have been added will be noted by "*" and in blue font.

For questions or additional informa0.5-49 (-2 (nf)-8.4 (o)02 Tc 0r5 (D)0, (D)0, (D)0, (D)0, (D)0,58 (i)-1.9 41C152m1s/MCID 0 T

Q3: Do districts have to offer Project Smart?

A3. Project SMART is the summer curriculum to be used when providing supplemental mathematics instruction to migratory children in grades K-

Q10: What is the best way to serve migratory students who are not wanting to attend school due to moving so much?

A10: The first step should be to encourage the child to enroll in school; then to utilize the school resources to meet their academic needs and work with existing dropout prevention programs in the LEA. In addition, LEAs should reach out to their respective ESCs for guidance on strategies on working with the migratory Out-of-School Youth (OSY).

Topic 5 – Texas New Generation System/Migrant Student Information Exchange (TX-NGS/MSIX)

Q1: What is recommended ratio of TX-NGS staff?

A1: State recommendations regarding TX-NGS

the federal definitions listed above, the child must have a current COE on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP).”

Q4: We are encoding our home-

Topic 8 – Priority for Service (PFS)

Q1: Does the PFS Action Plan need its “own section” in the District Improvement Plan (DIP)? What if a district addresses Migrant population students/parent within a specific main district goal, but there is not a specific goal/section just for migratory students? Can they include their PFS Action Plan and ID&R Plan as addendums in their DIP.

A1: Yes, the PFS Action Plan needs its own section in the DIP. According to the 2021-2022 ESSA Consolidated Federal Grant Application Program Guidelines, page 21 and in Program Specific Provisions and Assurance, page 23, *In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children. PFS students are defined as migratory*

Q2: Where do I get information on entitlements?

A2: Refer to the [Entitlements](#) web page.

Q3: Can Title I, Part C funds be used in place of other funds?

A3: The LEA shall use funds received under the Title I, Part C, program to supplement, and to the extent practical, increase the level of funds that would, in the absence of federal funds be made available from nonfederal sources for the education of students participating in programs and projects assisted under Title I. In no case may these funds be used to supplant funds from nonfederal sources.

Refer to [Program-Specific Provisions and Assurances](#), page 22.

Q4: Is there a limit to how much an LEA can carry over from one fiscal year to another?

A4: There is no limit to how much an LEA can carry over from one fiscal year to the next. However, the LEA should ensure the needs of the migratory children are addressed.

Q5: Should the State examine the amount of MEP funds that local operating agencies carry over from one fiscal year to the next? (MEP Policy Guidance, Chapter I, D5)

A5: SEAs should examine how much money local operating agencies carry over in order to determine whether to reallocate funds that remain unobligated at the end of the fiscal year. If a local operating agency has a significant amount of carry over, the SEA might choose to adjust the local operating agency's subgrant downward to make available the funds that the local operating agency did not spend in the prior year. This allows the SEA to reallocate unobligated MEP funds for new uses in the subsequent fiscal year.

Q6: What are the guidelines for LEAs that decide not to receive Title I Part C funds?

A6: There are no guidelines for LEAs that are eligible for MEP but elect not to apply.

Q7: Will an LEA's MEP funding be affected if it provides services through collaboration that will be entered as non-migrant funded?

A7: Services provided through collaboration that are entered as non-migrant funded supplemental services do not affect the LEA's MEP funding.

Q8: May Migrant Education Program (MEP) funds be used to purchase t-shirts to be worn by Identification and Recruitment (ID&R) staff during their field work? Legislation Migrant Education Program Q&As, Q89)

A8: MEP funds may be used to pay for the cost of t-shirts for ID&R staff, provided the MEP abides by the criteria that all State and local education agencies (LEAs) must consider in determining whether a particular cost is an allowable use of funds:

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Q15: If an employee is split funded through Title I, Part A & Title I, Part C, would this individual be able to assist as a state testing monitor for a secondary campus that is not Title I?

A15: Title I, Part C

Title I, Part C funds may only be used to meet the unique educational needs of migratory students.

They cannot be used for activities for non

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